

Non-Instructional Annual Review Student Affairs – Student Life

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, and CS 3.5.1, CR 3.9.2, CR 3.13.3, and FR 4.5

Purpose

Amarillo College non-instructional areas consistently review data and strive for improvement. The purpose of this review is to demonstrate how AC non-instructional areas support AC's mission by "...enriching the lives of our students and our community."

On an annual basis, the Program Review process will capture a holistic snapshot of strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

Response Length Suggestion: Most responses should be 2-3 sentences. If available, you may also provide a link to other documentation that answers each question.

I: Identification

1. Department Title:

Student Life

2. Department Purpose Statement:

To provide co-curricular opportunities for students to enhance their social, organizational, and leadership skills and provide opportunities to engage with the college and community both in and outside of the classroom.

3. Department Review Year (i.e. Most Recent Academic Year)

2013-2014

4. Date of Submission:

7/1/14

5. Lead Person Responsible for this Department Review:

Name: Heather Atchley
Title: Director of Student Life
E-mail: hlatchley@actx.edu
Phone Number: 371-5303

6. Additional Individuals (Name and Title) Responsible for Completing this Department Review:


II: Existing Data (Not Survey, Focus Groups, and/or Interviews)

AC staff/administrators collect and evaluate data related to people served.

1. What significant AC, state, federal, or other reports do you complete on an annual basis and/or what significant quantitative data do you collect or review on an annual basis? (Please provide links to data/report information or a succinct summary of your data findings.)

1. Badger Boot Camp – data attached
2. Mentoring Program – data attached
3. Student Club participation – data attached for Student Government Association. Currently working with IR to prepare large scale data collection on student involvement in all clubs and organizations.
4. Intramurals – participation numbers and retention rates
5. Monthly Departmental Reports – activities held and participation numbers.

[Annual Report](#)



Attachment - 2014
Annual Review Data

2. Based on the past year’s data (referenced in Question #1), please evaluate your data and/or department. (Place an ‘X’ in each text box that corresponds to your evaluation. You may delete or add rows.)

Data Reported/Collected (Include Most Important Data)	Needs Improvement	Meets Standards	Exceeds Standards
1. Monthly Departmental Reports		X	
2. Badger Boot Camp		X	
3. Mentoring Program			X
4. Intramurals		X	
5. Student Club Participation			X

3. (If applicable) If any area “Needs Improvement,” please explain why (i.e. Analysis).

4. (If applicable) Based on the data above, what changes do you recommend (i.e. Action Plan)?

III: Existing Data (Based on Surveys, Focus Groups, and Interviews)

This Section Is Not Required for 13-14 Pilot Review

In this section, provide examples of ways you used survey data or qualitative research (interviews, focus groups, etc.) to make decisions.

PART A:

1. Over the past year, did your area collect and/or review any survey data or qualitative (focus group, interview, etc.) information?

(Place an 'X' in the text box that corresponds to your response.)

Yes (If Yes, Proceed to PART A, Question #2)	No (If No, Proceed to PART B)

2. Summarize the most important information that was collected and/or reviewed and the results.

3. (If applicable) Based on the data above, what changes do you recommend (i.e. Action Plan)?

PART B:

Additional Comments Related to Surveys and Qualitative Research (Not Required):

IV: Institutional Initiatives

PART A –No Excuses:

Each department is expected to support student success initiatives.

1. List 1 or more ways your department most focuses on any of the No Excuses goals/initiatives.

1. Badger Boot Camp orients incoming freshmen with the college, connecting them with student leaders, advisors, employees, and college departments and resources. This program greatly increases student engagement, teaches students study and success skills, and connects them to valuable resources, all of which increase fall to fall retention.
2. Student clubs and organizations provide students with a network of peers and employees that aid them in their academic progress and completion.
3. The Mentoring Program connects at-risk first-year students with an employee, peer, or community mentor to greatly increase the likelihood of persistence and student success. Mentors connect students to appropriate college and community resources to remove barriers to success.
4. Student Life provides student development via engaging programming opportunities.
5. Student Life provides leadership training to prepare students to successfully navigate college and become better prepared to transfer and/or enter the competitive workforce.

2. Are there any changes your department has made over this past year to remove barriers to students and further the No Excuses goals OR to move the needle toward fulfillment of the No Excuses goals?

- If so, please explain.
- If not, but you plan to make changes that aid students success, please provide a few sentences explaining how you can better support No Excuses.

Multiple changes are made to Student Life programming annually, based on student need, student survey results, and outcomes. Changes made to Badger Boot Camp this past year include the addition of a faculty panel, longer advising sessions, and more robust student safety presentations. Changes to the Mentoring Program include the creation of a peer leader program and the beginning stages of a community mentor program. Many changes have also been implemented regarding the matching of mentors to mentees. This year, Student Life began conducting mandatory Club Sponsor trainings to better equip faculty and staff with the information necessary to serve our student leaders and increase their success.

PART B –Institutional Outcomes:

Each department is expected to provide quality student, customer, and/or client services.

1. For this review year, what is/were your department's most important goals (i.e. broad things you would like to accomplish)?

Provide Badger Boot Camp sessions that improve student retention rates. Provide programming and leadership opportunities that improve student retention and success rates.

2. For this review year, what is/were your department's most important outcome/s that can be specifically measured and help you achieve your goals? Provide examples of 1-3 outcomes. (An outcome provides observable evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

1. After participating in an AC club, students who are active in at least one student life organization will demonstrate at least a 10% greater fall-to-spring persistence rate than students who do not participate in student clubs.
2. After participating in the AC Mentor program, students who are matched with a mentor will demonstrate at least a 10% greater fall-to-spring persistence rate than students who do not participate in the mentor program.
3. After participating in a Badger Boot Camp, students will demonstrate at least a 10% greater fall-to-spring persistence rate than students who did not attend Badger Boot Camp.

3. How does your department assess the above outcome/s? What were the results of your outcome assessment? What do your results tell you?



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Supporting Numerical Data:

1. Student Life Transcript data is currently being collected to evaluate the impact of overall student club involvement on retention and success rates. Current data on the Student Government Association demonstrates extremely high fall to spring retention rates (90% for 2013) as compared to the [entire college's data](#) which shows a 43% retention rate for the same year. This previous year data for both SGA and the College is similar so this demonstrates that SGA students are currently around 47% more likely than non-SGA students to persist from term-to-term. We met our benchmark.
2. Mentoring Program data shows a significant increase in retention rates of students matched with a mentor vs. students who are not matched with a mentor. For the 2013 cohort, 77% of students who participated in the mentoring program, persisted to the 2014SP term as compared to the [entire college's data](#) which shows a 43% retention rate for the same year. This data shows that those participated in the mentoring program were 34% more likely than those who did not to persist from fall to spring. We met our benchmark.
3. Badger Boot Camp data demonstrates significant retention and success rates. Badger Boot Camp participants had a 77% fall-to-spring persistence rate last year as compared to the [entire college's data](#) which shows a 43% retention rate for the same year. This data shows that those participated in a Badger Boot Camp were 34% more likely than those who did not to persist from fall to spring. We met our benchmark.

*Note the difference between the groups who receive a student life intervention and the comparison group who do not is actually even be larger since the institutional data is positively skewed by the positive results of those students who participate in the student life programs (i.e. student life participant are included in institutional data records).

4. What change/s has your department made in the past year or do you plan to make based on your assessment of any outcome?

We will continue to work on our Student Life Transcript in order to better capture data and show the successful impact club/organizations have on student persistence.

PART C – Strategic Planning:

Each department is expected to support AC’s Strategic Planning initiatives.

1. Identify at least one strategy or task from the Strategic Plan your area currently addresses/evaluates.

Expand Student Success

2. (If applicable) What additional item/s should AC’s Strategic Plan address?

PART D – Core Objectives (CR 2.10):

SACSOC guidelines require non-instructional areas to provide student support programs, services, and activities that are consistent with its mission and that promote student learning and enhance the development of its students.

At Amarillo College, a component of student learning is found present in the existence of AC’s General Education Competencies. Due to recent mandate changes set forth by the Texas Higher Education Coordinating Board (THECB), AC has adopted the following General Education Competencies: Communication Skills, Critical Thinking Skills, Empirical and Quantitative Skills, Teamwork, Social Responsibility, and Personal Responsibility.

Although these competencies obviously relate to academia, many non-instructional areas also support some or all of these objectives.

Some Examples of Ways Non-Instructional Areas Can Support Student Learning:

Personal Responsibility: Any service that provides materials/information related to financial literacy, life planning, etc. to students could relate to personal responsibility. Also any measure of student personal responsibility (e.g. percent of students not dropped for non-pay, percent of students who pay their rent to AC housing on time, etc.) relates to this topic.

Social Responsibility: If students are able to serve or learn about ways to serve their community or world, this could relate to social responsibility.

Communication, Critical Thinking, and Empirical and Quantitative Skills: If a department teaches a skill/topic within the classroom or through a published document geared toward students, this skill/topic could relate to communication, critical thinking, or any of the other objectives—depending on the skill/topic being taught.

Teamwork: Any student organization/framework where students must work successfully within a group could equate to teamwork.

1. Does your area work (in-person, through publications, or through some other means) with students to learn/accomplish any of the following objectives?

Objective	Yes (If Yes to Any Area, Respond and Proceed to Part D, Question #2)	No (If No to All Areas, Proceed to Part D, Question #3)
Communication Skills	X	
Critical Thinking Skills	X	
Empirical & Quantitative Skills		X
Teamwork	X	
Personal Responsibility	X	
Social Responsibility	X	

2. For each objective that received a “Yes” response, provide a bulleted list identifying how your department addresses each particular objective with AC students, any assessments related to your objective (if applicable), and any results related to your assessment (if applicable).

➤ Assessments can be indirect (e.g. surveys, focus groups, etc.) or [direct](#).

<p>Communication Skills</p> <ul style="list-style-type: none"> • Communication training for SGA officers, Blue Blazers, PTK Officers, and other student leaders as needed. • All students involved in student clubs gain valuable interpersonal communication skills • Peer Leader Training, Badger Boot Camp Drill Instructor Training, Leadership Retreat – all have strong emphasis on communication skills. • SGA officers must give weekly verbal reports to large groups of students. Written skills are also improved via the creation of agendas, minutes, publicity, etc.
<p>Critical Thinking Skills</p> <ul style="list-style-type: none"> • Badger Boot Camp emphasizes the importance of critical thinking in becoming a successful college completer. • Student clubs and officer trainings
<p>Teamwork</p> <ul style="list-style-type: none"> • Leadership Retreat • Club Officer Training • Student Clubs/organizations • Intramurals
<p>Personal Responsibility</p> <ul style="list-style-type: none"> • Badger Boot Camp, Mentoring, Intramurals, Club involvement: all teach the importance of taking personal responsibility for actions and for college success and completion.
<p>Social Responsibility</p> <ul style="list-style-type: none"> • Club and Organizations all have a mandatory Community Service Component • Student Life works via the 21st Century Grant to provide community outreach for the No Excuses Elementary Schools.

3. Please indicate (place an X in the corresponding box/es) the mode of delivery by which you offer any support programs, services, and activities, to students.

In Person	Web	Phone	E-mail	Live Chat
X	X	X	X	

4. Do you have plans to expand your learning objectives and/or modes of delivery? If so, how do you plan to expand these objectives/delivery modes? If not, why not?

No.

V: Policies and Procedures

This Section Is Not Required for 13-14 Pilot Review

Amarillo College's non-instructional areas consistently have procedures in place that promote student confidentiality, staff efficiency, student success, and accountability.

Each non-instructional area will respond to the Core 5 (first 5) "Policies and Procedures" questions if they are pertinent to their area. If a department has additional questions they would like to include for accountability or some other purpose, they will also include those questions on this section of the form.

1. Please explain how your area supports the security, confidentiality, and integrity of student records and maintains special security measures to protect and back up data (CR 3.9.2)

2. How do you ensure that all of your employees are aware of student complaint procedures and that the procedures are handled in a way that is in accordance with the institutional policy of complaint procedures being reasonable, fairly administered, and well-publicized (CR 3.13.3)?

3. Has your area made any departmental changes based on student complaints? If so, what changes did you make (FR 4.5)?

4. Have you addressed any local, state, audit, or federal compliance issues that have caused you to make an adjustment to your department and/or a policy change? If so, please explain.

5. Have you made any changes to your department's policy or procedures over the past year that are otherwise not addressed in this review? If so, please explain.

VI: Conclusions

1. What is the biggest issue/obstacle that your department currently faces?

Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

The Student Life department is currently facing budgetary constraints within the Student Activity Fee budget. Success from recent efforts to increase the number of student engagement opportunities is now in direct conflict with our declining Student Activity Fee budget, which is enrollment driven. We are beginning to feel the strain of this declining budget, as we are forced to place considerable funding cuts on all of our student organizations' requests for development or travel funds, as well as our overall programming budget for all campus activities and leadership opportunities.

The Student Life department is under-staffed. This department oversees a tremendous variety of programs (student clubs and organizations, leadership training, Student Government Association, numerous FYE initiatives, Intramural Sports, Mentoring Program, Badger Boot Camp, campus activities, etc.), and our staff consists only of the Director and the Executive Secretary, as well as the Intramurals Specialist and the Mentoring Program Coordinator. The mentoring position was originally created in order to establish a new position within our department which could assist with Student Clubs and Organizations in addition to Mentoring. This plan has proven to be impossible, as the Mentoring Program's extreme success and growth now requires 100% of the Coordinators time. It is likely that the Student Life department will need to increase staffing to meet increasing demands.

2. Additional Comments Pertinent to this Annual Review Evaluation (Not Required):